STUDENTS NOTES.



**Grade 8 MYP - TECHNOLOGY: WEBSITE**

**Weaving the Web, Hyperlinks, Images and Formatting**

**Introduction:**

In this project you will learn the basics of web page creation using the FrontPage 2003/Dream weaver software as a tool. The theme of the website will be “**HOW STUFF WORKS**”. The instructions are as follows.

1: This will be an individual project involving all the five stages of design cycle. You will have to work to achieve the successful completion of the project within the given timeframe.

2: You will present the website in front of the class when done.

3: All the students should maintain the **process journal** clearly mentioning all the five stages of design cycle, namely –**investigate, design, plan, create, evaluation** and **attitude in technology.**

4: You will be marked depending upon the rubrics provided below.

5: The time limit for this project will be 9 weeks from April till June.

By now you are familiar with the **DESIGN CYCLE**. During this last project for the year, you will now be working on creating a **WEBSITE** on “**HOW STUFF WORKS**”. Being in the technological field, you are to create web pages that will help the student community to gain knowledge on how the gadgets really work (**for example: How a DVD player works?**), could be a topic of your choice.

You may refer to “howstuffworks.com” or any other website to get intense information on the topic you would be working on. As you know, the Design Cycle is assessed on 6 various criterions, so you have to complete all of them during this project The approaches to learning and area of interaction for this project will be:

**Area of Interaction(AOI):**

HUMAN INGEUNITY:

**Approaches to Learning (ATL):**

INFORMATION LITERACY

***Information literacy is the capacity to integrate knowledge and modes of thinking in an established area of expertise to produce a cognitive advancement – such as explaining a component or a phenomenon, solving a problem, or creating a product.***

**(Final) MYP assessment will be based on all the criterions of the DESIGN CYCLE**

**DESIGN CYCLE**

**INVESTIGATION:**

**PROBLEM: Identify a component, gadgets or any technological field that you feel you need to help the student community and others understand its working through the website you are going to create.**

Start your research on “how stuff works”. Explore the Tech Channel and get your questions answered while learning all about phones, computers, business communication technology, electronic components and more. Gather all the information you think you will need to create your web pages and save them in a document called **“*Investigation*”.** Make sure you include the **URLs** of the websites. You should gather information from other sources such as newspapers, pc-magazines and any other resource you feel the best.

**Design:** You will design 3 feasible designs for a minimum of 3 web pages (more pages is at your own time management) you will create as a product/solution to display “how stuff works” to the student community. The first page should be a home page in your web site to welcome the student community and a little bit of yourself and the component (gadget) that you have chosen to help understand “how it works”, with hyperlinks to link to other pages in the web site.

**DESIGNING THE SCREENS:**

The Images you will use

The background you will use

The font face, size and colour you will use

Any effects that you may intend to have in your web pages (e.g. Marquee)

**PLAN:**

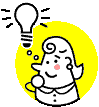
You are expected to construct a plan to create your chosen product/solution that has a series of logical steps, and that makes effective use of resources and you are expected to evaluate the plan and justify any modifications to the design.

**Create:** During this stage you will be required to start creating the web pages. You will be shown how to use the FrontPage 2003/ Dream weaver software by your teacher to create web pages and other features. The website will consists of a minimum of 3 web pages

1. HOME- Page with details as mentioned above in the design section.
2. How stuff works page – All about the component that you have chosen to work with, and with relevant information.
3. Picture page – You will collect various images of the component with a brief explanation on its working.
4. All the pages must have your name and form.
5. Once you are done with the website, do not forget to take the screen shots of each page, how you actually created it, and then document it in MS Word.
6. All pages must have soothing background colour, a header, bulleted point if necessary (but optional) relevant images/pictures of the component.

**Evaluate:** At the end of your project when you have created your website, you will be required to evaluate your product (website) and your performance at each stage of the design cycle and also talk about the improvements you have made.

**PRODUCT EVALUATION**: Following points you need to make sure when you have completed the product and you are about to evaluate it.

1. Document it in MS Word in about 10- 15 sentences
2. Why do you think the product you created is good?
3. Does it target the audience (Student community)
4. Easy to understand the topic you have chosen
5.  Is the product attractive
6. Have you included relevant images, text, effects and background?
7. Is there room for improving the product?

**SELF EVALUATION**: Note the points below:

1. Document it in MS Word in about 10-15 sentences
2. What topic are you working on and when did you start your work?
3. How did you perform till the completion of the product?
4. Did you face any problems making your product, if so, how did you overcome those problems?
5. Do you think you could have done well?
6. Did you learn anything during the process of making the product?

**Attitudes in Technology:** Please remember that while you are working on your project you will be assessed on your attitude and how often you display certain characteristics such as personal engagement (motivation, independence, general positive attitude) and attitudes towards safety, cooperation and respect for others.

**CRITERION A: INVESTIGATION (6 Marks)**

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| --- | --- |
| **Week 1-2 - INVESTIGATION**  Research on the topic  Identify the problem. | 1. Students gather information from the Internet and other sources on the component that they intend to work on. 2. Students start Process Journal 3. Identify problem- what is that you are trying to solve? 4. Why is the issue important?   *(All these to be word processed and documented)* |
| **Week 3**  **INVESTIGATION**  **Design specifications** | Students need to **list** some design specifications that the teacher gives and some of their own.   1. The website that you are planning to create should be 3 pages (minimum). 2. Explain the need for a website 3. Browse to find the best possible images relevant for the component you are working on. 4. Write down what content would be displayed on the home page and the other two pages. 5. What software you are working on to develop the web pages. 6. Who are the targeted audience? |

**CRITERION B: DESIGN(6 marks)**

Make sure you have done these things:

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| **Made sure!** |  |
| You have created three feasible designs  *(feasible = could work)* |  |
| You have justified all three designs against the design specification. |  |
| You have chosen one design and written a paragraph explaining why you chose it. |  |
| You have made sure that the design you have chosen is detailed. |  |

**CRITERION C: PLAN: (6 marks)**

Students will develop a plan with a series of steps needed to complete the final product. They will write about various resources used in logical steps to complete the product. Plan should also include the time line in completing the product.

**CRITERION D: CREATE: (6 marks)**

At this point students are expected to create the product (web pages) and document it with a series of screen shots, the process of making the product/solution including when and how they use the tools and techniques.

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| Start using the relevant software (as directed by your teacher) to create the web pages. |  |
| Make sure the web pages that you will be working on targets you audience (Student community) |  |
| Follow the designs & specifications set by your teacher? |  |
| 1. Web site should be with a minimum of 3 pages 2. Create a home page to introduce yourself and what is that you intend to communicate through your web pages? 3. Include relevant images, text, effects and background in your web site. 4. Easy to navigate to web pages 5. Choose a component that is interesting to explain “How it works”. |  |
| Made sure that the design specifications that **you** created have been met? |  |
| Used different features of web designing software. |  |

**Criterion E: Evaluate Section (6 marks)**

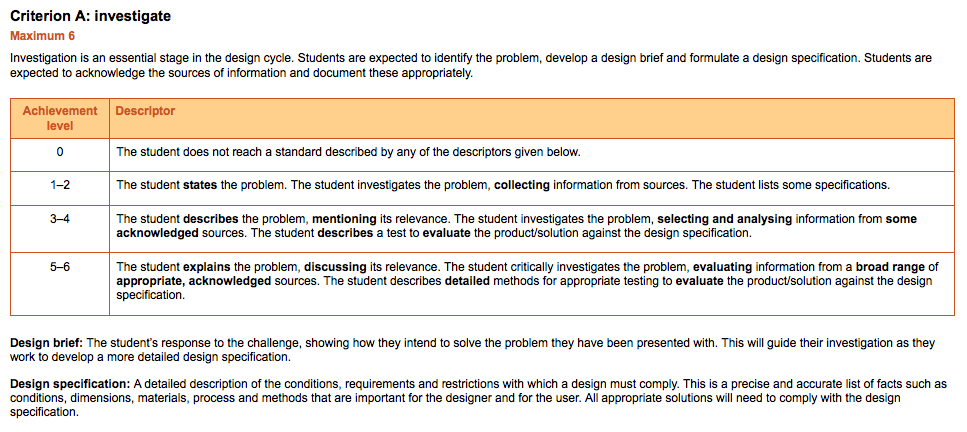
|  |  |
| --- | --- |
| **EVALUATE**  Evaluate product | Students need to **write a paragraph or two** evaluating the product and testing it against the design specifications. They will need to include the views of the **users** and explain how this product **impacts on social learning.** |
| Evaluate performance | Students need to write a paragraph about their performance and how **they felt they worked through the Design Cycle** **mentioning all of the stages**. They will need to suggest ways their **performance could be improved.** |

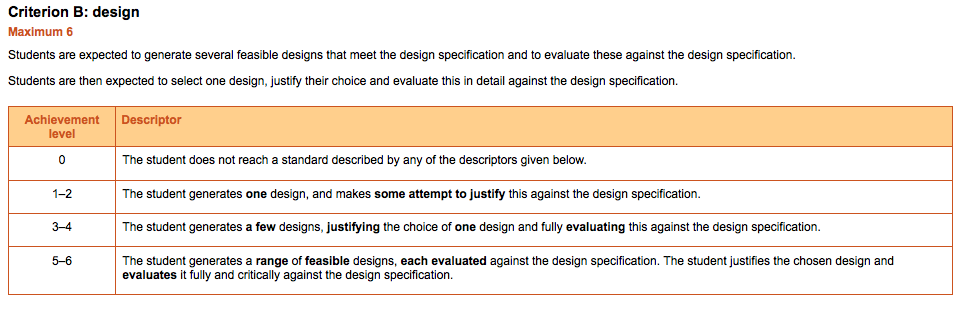
**Criterion F: Attitudes in Technology (6 marks)**

This criterion refers to students’ attitudes when working with technology and can be completed by the teacher. It focuses on an overall assessment of two aspects:

* Personal engagement (motivation, independence, general positive attitude)
* Attitudes towards safety, cooperation and respect for others.

**ASSESSMENT INDICATORS:**

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CIRTERION C: PLAN:

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| --- | --- |
| Achievement Level | Descriptor |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1 - 2 | The student produces a plan that contains ***some details*** of the steps and/or resources required. |
| 3 - 4 | The student produces a plan that contains a number of ***logical*** steps that include resources and time. The student makes some attempt to evaluate the plan. |
| 5 - 6 | The student produces a plan that contains a ***number*** of ***detailed***, ***logical*** steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design. |

**Criterion D: create**

Maximum 6

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| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student considers the plan and creates at least **part** of a product/solution. |
| 3–4 | The student **uses** appropriate techniques and equipment. The student follows the plan and **mentions** any modifications made, resulting in a product/solution of **good** quality. |
| 5–6 | The student **competently uses** appropriate techniques and equipment. The student follows the plan and **justifies** any modifications made, resulting in a product/solution of **appropriate** quality using the resources available. |

Appropriate quality: This is the best product/solution that the student can produce, taking into account the resources available, the skills and techniques they have used, their educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics.

**Criterion E: Evaluate**

Maximum 6

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

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| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student evaluates the product/solution **or** his or her own performance. The student makes some **attempt to test** the product/solution. |
| 3–4 | The student evaluates the product/solution **and** his or her own performance and suggests ways in which these could be improved. The student **tests** the product/solution to evaluate it against the design specification. |
| 5–6 | The student evaluates the success of the product/solution in an objective manner based on the **results of testing**, and the **views of the intended users**. The student provides an evaluation of his or her own performance **at each stage of the design cycle** and suggests improvements. The student provides an appropriate evaluation of the **impact** of the product/solution on life, society and/or the environment. |

**Criterion F: Attitudes in Technology: (6 marks)**

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| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. |
| 3–4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. |
| 5–6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. |

**GRADING SCHEME:**

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| --- | --- | --- | --- |
| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 |  |
| B | Design | 6 |  |
| C | Plan | 6 |  |
| D | Create | 6 |  |
| E | Evaluate | 6 |  |
| F | Attitudes in technology | 6 |  |
| **Student Total:** | | |  |
| **Level:** | | |  |

|  |  |
| --- | --- |
| MARKS | GRADE |
| **32-36** | 7 |
| **27-31** | 6 |
| **22-26** | 5 |
| **16-21** | 4 |
| **10-15** | 3 |
| **6-9** | 2 |
| **0-5** | 1 |